

Administration of Guidance and Counselling Programme in Nigerian Higher Institutions: Problems and Solutions

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Abstract: Guidance and Counselling Programme is one of the educational programme that higher institutions are offering in Nigeria. Guidance and Counselling Programme is vital to the development of a stable society. Guidance and Counselling Programme is facing many problems in the Nigerian higher institutions. This paper looks at the administrative problems facing the administration of Guidance and Counselling Programme in the Nigerian higher institutions. The writers, used secondary data to support the various points raised in the paper. The secondary data were sourced from both print and online resources. The paper identified inadequate funding, inadequate lecturers, inadequate infrastructural facilities, inadequate instructional materials, strike action, brain-drain and poor research as the problems facing the administration of guidance and counselling programme in the Nigerian higher institutions. To address, these problems, the following recommended: increasing the funding of Guidance and Counselling Programme, employment of more lecturers in Guidance and Counselling departments, provision of more infrastructural facilities, instructional materials, motivation of Guidance and Counselling Programme lecturers and implementation of agreement with unions groups

Keywords: Administration, Guidance and Counselling, problems solutions

1. Introduction

The nation looks up to higher education to through its traditional functions of teaching, research and community service to develop manpower and disseminate necessary knowledge that are needed in industry and other sectors. The Nigeria higher education system comprised of universities, polytechnics, and colleges offering programmes in teacher education and agriculture. Higher education is a community of scholars, free to pursue knowledge without undue interference from anywhere. Science programme is one of the major programme offer in the Nigerian higher education. Adeyemi (2001), sees higher education as a system which embraces much of the country's research capacity and reproduces majority of the skilled professionals that are required in the labour market while Obanya (1999) discloses that Higher Education includes all forms of professional institutions drawing from the pool of persons who have completed various forms of secondary school education: Institution of the military, the police, nurses, agriculture, forestry, veterinary workers, catering services, tourism, secretarial services and other combinations of programmes. The National Policy on Education (2004) defines Higher Education as the Post -Secondary Section of the National education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training colleges, Correspondence Colleges and such institutions as may be allied to them. The aims of higher education in Nigeria include: Higher education, includes: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; development of the intellectual capacities of individuals to understand and appreciate environment; acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (National Policy on Education, 2004). For effective administration and management of higher education in Nigeria, the Nigerian government established the National Universities Commission, National Commission for Colleges of Education and National Board for Technical Education.

National Commission for Colleges of Education

The National Commission for Colleges of Education (NCCE) is a parastatal of the FME established by Decree 13 of 1989. The establishment of the Commission was a resultant effect of the utmost importance accorded to quality teacher education by the Federal Government of Nigeria. Since its inception, the Commission has continuously pursued the goals of quality assurance in teacher education. It has continuously reviewed and standardized the curriculum of colleges of education in the country through programme accreditation, which is carried out once in five years for all the

federal colleges of education, state colleges of education and private colleges of education under the Commission (Ogunode, 2020, NEEDS,2014).

National Board for Technical Education

Established by Act No. 9 of 1977, the National Board for Technical Education (NBTE) is a parastatal of the Federal Ministry of Education specifically created to handle all aspects of technical and vocational education falling outside university education. The Board supervises and regulates, through an accreditation process, the programmes offered by technical institutions at secondary and post-secondary school levels. It is also involved in funding of polytechnics owned by the Government of Nigeria (Ogunode, 2020; NEEDS,2014).

National Universities Commission

The National Universities Commission is a parastatal under the Federal Ministry Education. The Commission was established in 1962 with the task of developing and managing university education in Nigeria. Its functions include: granting approval for all academic programmes in Nigerian universities; granting approval for the establishment of all higher educational institutions offering degree programmes; and ensuring quality assurance, through regular accreditation, of all academic programmes in universities. The Commission currently regulates the academic programmes of private and public universities in Nigeria. The Role of National University Commission (NUC) in system performance cannot be overlooked. As an external quality assurance agency of the Nigerian University

System, it has the following role;

- a. Advising the federal Government on the establishment and location of universities, creating new facilities and post graduate units in the universities.
- b. Advising Government on the fundamental needs of the universities.
- c. Carrying out periodic plans on the general programme to be pursued by universities staff.
- d. Preparing periodic plans on the general programme to be pursued by the universities
- e. Receiving and disbursing Federal grants to Federal Universities.
- f. Establishing and maintaining the minimum academic standards.
- g. Accrediting the degrees and other academic programme awarded by the universities (Lassa, 1992). The audit role and the supervisory functions of NUC has indeed contributed to the quality and sustainability of higher education in Nigeria. Ene (2016) Submits the Nigerian government in the bid to ensure quality in tertiary institution established commission like the National Universities Commission (NUC) National Commission for Colleges of Education, (NCCE), and National Board for Technical Education (NABTE). These commissions and Board are mandated to ensure quality education in Nigeria tertiary institutions (Ogunode, 2020; NEEDS,2014).

For effective programme development and administration in the Nigerian universities, The National Universities Commission (2007) developed a documents for the programme coordination in the Nigerian universities. Programme offers in the Nigerian universities as listed in the BMAS documents were produced for the underlisted academic disciplines: i) Administration; Management and Management Technology; ii) Agriculture, Forestry, Fisheries and Home Economics; iii) Arts; iv) Basic Medical and Health Science v) Education; vi) Engineering and Technology; vii) Environmental Sciences; viii) Law; ix) Pharmaceutical Sciences x) Medicine and Dentistry; xi) Science; xii) Social Sciences; xiii) Veterinary Medicine.

Education is one of the programme approved for the Universities in Nigeria. Education covers many programme such as B.Ed. in Integrated subjects: i Language Arts ii Social Studies iii Science Education iv Technical Education v Business Education vi Creative Arts/Theatre Arts vii Integrated Science viii Education Technology. B.Ed. in Specialist Education Areas: i Special Education ii Elementary/Primary Education iii Physical and Health Education iv Educational Administration, v Guidance and Counseling, vi Adult and Continuing Education vii Home Economics. B. A (Ed.) Arts and Humanities Related Programmes: i English Language/ Literature, or English and Literary Studies ii African Languages and Literature (Ibo, Yoruba, Hausa, Efik etc) iii Modern European Languages (French, German, Russia etc) iv Arabic v Islamic Studies vi Christian Religious Studies vii History/International studies viii Music ix Language and Communication Arts etc, (Ogunode, 2020; NUC,2007).

Guidance and Counseling programme is one of the programme under the education programme offer in the Nigerian higher institutions. Guidance and Counseling programme like every other programme offer in the Nigerian higher

institutions is faced with many problems. This paper looks at the administrative problems facing the Guidance and Counseling programme in the Nigerian higher institutions.

2. Concept of Guidance and Counselling Programme

Guidance and counseling programme is one of the major education programme offer in the Nigerian higher institutions from colleges of education to the university education and other educational institutions. Guidance and counseling programme is a compulsory course for all education students at the first degree. It is offered as a programme from degree level to PhD level. Guidance and counseling programme is a professional programme with well-known organization. Guidance and counseling as a programme is the process which helps the students to know their skills, interests, personality that will help students in further career selection while Counseling is the sharing of thoughts, reciprocal logic and guidance between groups or two. According to J. E. Smith, Counselling is the process in counselor has a broad discussion related to counsellee's interest, planning, and adjustment

Guidance is the process in which person able to know their ability, interest, a capacity that will help in the encounter of problems faced by them. Guidance is the process of a dynamic interpersonal relationship that is prepared to influence the person's attitude and follow-up behavior.

The counselors/experts have wide knowledge about current trends and developments, available streams and factors that have a major influence on career decision-making/planning. Counselors will be able to provide guidance and counseling to the students for encounters all problems related to career and update them related to current trends and developments, available streams. By guidance and counseling, students will be able to know about themselves and easily encounter the problems that they face in day to day life.

Philosophy and Aims and Objectives of the Programme

The Philosophy of Guidance and Counselling is derived from the National philosophy of Education in Nigeria. The aims and objectives of the course are as follows: a) To provide a wide background in education as a field of study as basic tool for giving adequate education in guidance to clients. b) To expose students to studies in educational psychology and other related disciplines which will enable them adequately perform their functions of guidance counselors. To generally prepare students to be able to undertake the functions of teacher/counselors in other to give academic career and social personal guidance to learners and others in need of such within the educational system (NUC,2007).

Competences and Skills

At the end of the programme, students are expected to have acquired: i) Competency in the practice of Guidance and Counselling. ii) Competency on other areas applicable to guidance and Counselling as a discipline and profession as contained in the BMAS document. iii) Demonstrate ability in solving life problems iv) Demonstrate practical skills in keeping school records. e.g continuous assessment booklets, diaries and counselor note books. v) Demonstrate ability in appreciating the ever growing significance of computers to education. vi) Demonstrate ability in sending and accessing computer information, in all its ramifications and also in cooperating meaningfully with colleagues, Clients and other members of the Society (NUC,2007).

Behavioural Attributes

To produce graduate teachers and counselors who:

- a) Motive learners to acquire and develop positive attitude to life.
- b) Exhibit acceptable Social behaviours when interacting with others.
- c) Respecting the views of others (NUC,2007).

2.1 Concept of Administration

Administration is the application of human and materials resources in an effective and efficient manners to realize the objective of an institution. Administration is the utilization of institutional resources to actualize the institutional objectives. Administration is the application of organization human and material resources to realize the organizational goals within a set time. Administration deals with arrangement of institutional resources to coordinate and actualize the institutional goals.

Administration in its totality as a process which entails the utilization of human, financial and material resources in maximizing the realization of goals and objectives (Ogbonnaya 2003).

University administration is the process of arranging resources, putting each resources where it ought to be used and coordinating both the human and materials resources for purpose of realizing the objectives of the universities. University administration also deals with the effective and efficient utilization of resources to actualizing the university's programmes. University administration look at the effective allocation, supervision and organization of universities resources to realize the objectives of the universities. The objectives of university administration include; to plan the educational programme, to design policies to direct the implementation of educational programme, to organize curriculum for each faculties, departments, to eliminate educational waste, to ensure effective allocation of resources, to ensure effective supervision of resources and to ensure deliver of quality education.

2.2 Resource Requirement for Administration of Guidance and Counselling Programme

a) **Staff** The 20%, 35% and 45% staff mix requirement for professors, senior lecturers and lecturers respectively apply here. The staff/student ratio of 1:30 as provided for in the guidelines apply. A systematic staff development strategy should be adopted to train and retrain academic staff. All staff both academic and non-academic should be exposure to modern ICT use.

Space and Physical Facility Requirements

Most lecture spaces and workshops are shared. These should be increased in number to provide conducive learning environment. For large class sizes public address system should be provided.

Resource Material Requirement The following materials and equipment are required:

- Overhead projector
- Functional chalkboard strategically fixed
- Computer system and Internet facilities
- Charts
- Functional library resources of current text books, journals (NUC,2007).

3. Problems facing administration of Guidance and Counselling Programme in Nigerian Higher Institutions

There are many problems facing the administration of Guidance and Counselling Programme in Nigerian higher institutions. Some of the problems include: inadequate funding, inadequate lecturers, inadequate infrastructural facilities, inadequate instructional materials, strake action, brain-drain and poor research.

3.1 Inadequate Funding

Inadequate funding is a major problem facing the administration of Guidance and Counselling programme in many public higher institutions in Nigeria. The funds allocated for the implementation of the Guiding & Counseling programme in the various higher institutions are inadequate. Guidance and counseling programme departments drives their allocation from the funds allocated to the various higher institutions in the country. This allocation of higher institutions that have been described by Ehichoya & Ogunode (2020), Ogunode & Abubakar (2020), and Okoli, Ogbondah, & Ewor, (2016) as inadequate and responsible for poor implementation of various universities programme such as Guidance and Counselling programme. The poor funding of the programme is responsible for shortage of Guidance and Counselling lecturers, inadequate infrastructural facilities in Guidance and Counselling departments, poor staff development and shortage of instructional materials.

3.2 Inadequate Lecturers or Shortage of Qualified Personnel

Inadequate Guidance and Counselling lecturers in many higher institutions in the country is also affecting the administration of Guiding & Counseling programme. According to National Universities Commission, Guiding & Counseling departments must have the following academic staff 20%, 35% and 45% staff mix requirement for professors, senior lecturers and lecturers. It is unfortunate that academic staff that have been described as the implementer of curriculum and a strong component of the university system are in short supply in majorities of Guidance and Counselling departments. The roles of the academic staff in the actualization of the university programme cannot be underestimated. The academic staff are the engine room of the university system. They determines the quality of the system. The academic staff are the implementer of the school curriculum. They plan the lesson, organizes the instructional resources, prepare the note and deliver the lecture (Ogunode, Jegede & Abubakar, 2021). Ogunode, Jegede & Abubakar, (2021) established that there are inadequate academic lecturers in majorities of higher institutions in Nigeria. NEEDS (2014) Submits that there were 37,504 academic staff in the 74 public universities in the country. The number compare to the student population is inadequate. The shortage of the academic

staff resulted to the high students-teacher ratio in most of the universities in the country. For instance, University of Abuja had staff to student ratio 1:122, Lagos state university had a ratio 1:144 and National Open University had a ratio 1:363. The report also showed that 43% of the lecturers in the Nigerian universities had PhD while other have less qualification. The reported also revealed that only 50% of the academic staff have required skills and pedagogical skills, counselling and ICT competencies required for efficient service delivery in tertiary institutions. The implication of inadequate academic staff in Guiding & Counselling departments is poor quality of education and low productivities. The low productivities of many academic staff in the Nigerian public higher institutions is as result of shortage of academic staff. Many lecturers are performing below expectation because they are over used in the system. When a lecturers teaches more than three hundred students, supervises projects and perform other academic services within a shortage time. The lecturers productive will fall and be performing less. Some lecturers are to lecturers in post-graduate school, lecture undergraduate and still lecture in distance learning programme (Ogunode & Adamu 2021) . The understaffing of universities in Nigeria has serious implications for quality instruction and academic productivity in the institutions. The situation has led to an increasing culture of visiting lecturership in the system. The few available qualified lecturers are recycled as visiting, adjunct, sabbatical and contract lecturers to work in many universities at the same time. Many of them are always on the road travelling from one university town to another and unable to meet their primary obligations with their tenure-employer (Federal Ministry of Education, 2012) Ogunode & Adamu (2021) identified; inadequate funding, lack of strategic manpower planning, brain-drain, poor motivation, uncondusive working environment and corruption as the reasons for shortage of academic staff in the Nigerian higher institutions. Ogunode & Adamu (2021) also identified; low productivities, poor quality of teaching, overcrowdings, poor quality of education as the effects of shortage of academic staff in the Nigerian public higher institutions.

3.3 Inadequate Infrastructural Facilities

Inadequate infrastructural facilities is another major problem preventing effective administration of Guiding & Counselling programme in many higher institutions in Nigeria. According to National Universities Commission (2007), the following facilities must be provided for the administration of Guiding & Counselling programme in the departments. It is unfortunate that many academic and non-teaching staff do not have the necessary facilities for the implementation of the Guiding & Counselling programme. Ogunode, Jegede & Abubakar, (2021) submits that inadequate infrastructural facilities is another fundamental challenge facing the academic staff of Nigerian universities. Infrastructural facilities refers to those social capital that aids delivering of teaching, researching and other academic services in the educational institutions. Infrastructural facilities includes classrooms, offices, lectures halls, sport ground, light, water, good roads, ICT facilities etc. Many academic and non-academic staff in the Nigerian universities do not have offices to discharge their academic services effectively due to inadequate infrastructural facilities in the many universities in the country. Many academic staff share offices and some do not even have while many non-teaching staff seat under the trees and roam about from one office to the other because they don't have office to sit. Okebukola (2005), reported the need assessment survey of national universities commission and identified the following: (a) only about 30% of Nigerian students' population has adequate access to classrooms, workshop, lecture halls, laboratories and libraries.(b) Deficient libraries in terms of currency and number of books, journals, and electronic support facilities.(c) Inadequate academic calendar resulting from staff unions' industrial action premised on low salary, wages/welfare and students strikes often time related to inadequate facilities.(d) Lack of practical experience, often times resulting from deficient facilities. The above listed factors are all challenges to full implementation of higher education policies in Nigeria. Okoli, Ogbondah & Ewor, (2016) opines that University infrastructure and equipment are fast decaying in terms of maintenance. All the required resources for education production process are in short supply that poses hindrance to learning and research work. A good number of Nigerian universities are offering technological education programmes. The question is how many of these universities have basic infrastructure to run the programmes. For example, in universities offering computer course, you have students graduate without touching computer. The dearth of infrastructure in the universities is sickening and runs short of ideal academic environment. Today, students are learning in dilapidated buildings. Punch (2020) observed that entire system is putrefying: libraries, laboratories, hostel accommodation and lecture halls are in the worst form of degradation. Electricity and water facilities are epileptic in most universities, in some others, non-existent, forcing students to occasionally spill into the streets in violent demonstrations. All over the place, our campuses are brimming with an explosion in student population, many of whom were enrolled by corrupt university administrators into courses the National Universities Commission did not approve.

3.4 Inadequate Instructional Materials

Inadequate instructional material is one of the problem facing the administration of Guidance and Counselling programme in many Guidance and Counselling departments in Nigerian higher institutions. According to National Universities Commission (2007) Overhead projector, Functional chalkboard strategically fixed, Computer system and

Internet facilities, Charts and Functional library resources of current text books, journals. It is unfortunate that many departments offering Guidance and Counselling programme do not have most of these listed instructional materials. Both lecturers and students of Guidance and Counselling programme are not using majorities of the Guidance and Counselling instructional materials for teaching and learning

3.5 Strike Action

Strike actions is a very big problem hindering the effective administration of Guiding & Counselling programme in the Nigerian higher institutions. Abubakar, & Ogunode, (2021) views Strike as an action or decision taken by a group of individuals with the same aspirations, interest and agenda in an institution where they are working to stop working. Strike is an agreed decision taken by employee to draw the attention of their employers by withholding their services. Chijioke (2013), defines strike as an organised work stoppage by a body of workers to enforce compliance with demands made on an employer or a group of employers.” It is an aspect of industrial conflict used by workers to express their grievances. Due to strike action by different union groups many higher institutions especially programme like Guiding & Counselling programme syllables and scheme of work are nor properly covered and this is affecting the quality of education. Abubakar, & Ogunode (2021) observed that In Nigerian higher institutions, there are many factors responsible for strike actions and these factors include underfunding, inadequate infrastructural facilities, non-implementation of agreement and enrolment into Integrated Payroll and Personnel Information System (IPPIS) by all the public higher institutions. Abubakar, & Ogunode, (2021) submitted that there are many effects of strike actions on the Nigerian higher institution. Some the effects of strike actions on the Nigerian higher institution include; unstable academic programme, reduction in quality of education, responsible foreign education, capital flight, learning of foreign culture, brain-drain, social vices among students and resources/educational wastage.

3.6 Brain-drain

Brain-drain is a very big problem challenge to effective administration of Guiding & Counselling programme in the Nigerian higher institutions. Ogunode & Abubakar (2020) defined Brain drain as massive movement of professional from developing countries to developed countries to work because of a better working condition. The brain – drain problem has affected many higher institutions in the country, losing many of their professors to foreign universities. The massive movement of these lecturers is causing major lecturer gap in the Nigerian higher and in the research programme in Guiding & Counselling department. Okebukola (2002) submitted that there is diminishing scope of mentoring junior researchers by seasoned and senior researchers due to brain drain. Oni (2000) observed that many experienced and young lecturers are fleeing from the frustration of university life into more rewarding and more challenging sectors of the economy and even migrate to the foreign countries. We observed the result of the faculty exodus in the quality of research in the public universities today. Odetunde (2004) concluded that there was a mass exodus of many brilliant lecturers to the business world and others left Nigeria for better services. Akintudire (2004), observed that institutional deterioration and salary erosion during the past decade have prompted substantial “brain-drain” of academic staff and impeded new staff recruitment.

3.7 Poor Research

Another problem facing the administration of Guiding & Counselling programme in the Nigerian higher institutions is poor research development of Guiding & Counselling programme in many departments in the country. Ogunode, Jegede, Adah, Audu, ,Ajape (2021) opined that the three cardinal programmes of the universities are teaching programme, research programme and community services. Research programme is the second cardinal programme of the universities. It is among the criteria used for measuring the performance of the universities. The aim of research programme of the universities is to aid the social, economic and technological advancement of the country. Paul (2015) submitted that the conduct of research is one of the basic functions of tertiary institutions, which comprised Universities, Polytechnics, Monothechnics and Colleges of Education. The academic staffs of these institutions are compulsorily required to carry out research activities as their promotions are primarily based on their research outputs. Apart from the academic staff being promoted through research publications, research activities enhance their credibility, status, and also add value both to their immediate community and the larger global community. Yusuf (2012) opined that the role of higher education research in national development cannot be overemphasized. However, research in Nigeria’s institutions of higher learning to comprise the universities, polytechnics and colleges of education has yet to make a real impact on the technological advancement of the country and the socio-economic well-being of its citizenry. The achievement of the aims of research programme in the Nigerian public universities depends on effective administration of research programme. Ogunode, Jegede, Adah, Audu, ,Ajape (2021) submitted that the level at which research is been conducting in the Nigerian public universities is poor and not encouraging. The research performance is below average in many public universities. Ogunode, Jegede, Adah, Audu, ,Ajape (2021) observed that research programme is one of the major programme of the universities. It is a key to the university’s development. Research

programme of the universities is one of the key indicators used to measure the performance of the universities. The administration of research programme in Nigerian public universities faces many problems. Therefore, this article discusses the problems facing the administration of research programme in public universities in Nigeria. The article identified; inadequate research funding, unstable academic calendar/strike Actions, inadequate infrastructural facilities, brain-drain, insecurity, corruption, poor technological advancement/poor ICT literacy. Others are poor participation of private sector in research development and lack of conducive working (research) environment as problems facing the administration of research programme.

4. Ways Forward

- a. The government should increase the funding of higher institutions in the country. This will enable higher institutions administrators to allocate adequate funds for various programme administration in the various faculties and departments. More funds should be allocated for the administration of Guidance and Counselling Programme and research programme
- b. More academic staff (Guidance and Counselling lecturers) should be employed and deployed to departments of Guidance and Counselling across the country
- c. The government should provide more infrastructural facilities in the departments of Guidance and Counselling. This will help both the lecturers and students of Guidance and Counselling teach and learn properly.
- d. The higher institutions managements of each institutions should ensure instructional materials for teaching and learning of Guidance and Counselling are provided to all the departments of Guidance and Counselling
- e. Lecturers in Guidance and Counselling departments should be motivated to prevent brain-drain problems in the various higher institutions in the country
- f. The government should implement all agreements enter into with different union groups in the country. This will help to stop strike actions in the various higher institutions in the country.

Conclusion

Guidance and Counselling Programme is one of the educational programme designed for the production of Guidance and Counselling officers in the Nigerian higher institutions. The contribution of Guidance and Counselling Programme to the social, economic and political development of the country cannot be understated. As important as Guidance and Counselling programme to the nation building, it is sad to know that Guidance and Counselling as a Programme offering in the Nigerian higher institution is facing many problems. This paper looks at the administrative problems facing the administration of Guidance and Counselling Programme in the Nigerian higher institutions. The paper identified inadequate funding, inadequate lecturers, inadequate infrastructural facilities, inadequate instructional materials, strike action, brain-drain and poor research as the problems facing the administration of guidance and counselling programme in the Nigerian higher institutions. To address, these problems, the following recommended: increasing the funding of Guidance and Counselling Programme, employment of more lecturers in Guidance and Counselling departments, provision of more infrastructural facilities, instructional materials, motivation of Guidance and Counselling Programme lecturers and implementation of agreement with unions groups.

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